

5-9-1,7,8

Thoughts, Feelings, Actions

Grade Level	Fifth
Minimum Time Required	30 Minutes
Materials/Resources	In advance, make large signs labeled: thought, feeling, action.
Subject Area(s)	Guidance

Project Description:

1. Explain to the students, "Every hour we are awake we use **thoughts, feelings, and actions** to take in information and react. Let's break this down to understand it further."
2. **Thoughts:** We use our brains to think. We are always thinking. Many times when we think, we actually talk to ourselves. Our thoughts are our opinions and conclusions; what we understand and have experienced. Thoughts are private. You can look at me and be sure that I am thinking, but you cannot tell what I am thinking.
3. **Feelings:** Emotions, such as anger, sadness, happiness, pride and embarrassment, are examples of our feelings. They are separate from thoughts. A common mistake in sharing and expressing feelings is to say, "I feel..." and then share a thought. (Example: "I feel like today is a nice day." "Like today is a nice day" is a thought. Happy is a feeling. The correct way to share that **feeling** would be "I feel happy that today is a nice day.") Feelings are private. You can look at me and guess how I am feeling, but you cannot always tell for sure.
4. **Actions:** What we do, what we say, or what other people can see, are our actions. Right now I am sitting and talking. That's my action. Your actions are sitting there and listening to me. Some of you are also smiling.
5. Our thoughts, feelings and actions all work together. Many times the process of thoughts, feelings, and actions reacting together happens so fast that we forget they are all separate. Here is an example: A boy is walking down the street and he sees a large dog running at him. Immediately he starts running to his house. This happens really fast. But, if we look closely, this is what really happened: His thoughts were: "Wow! That dog looks mean! He is coming at me and he might bite me!"
6. Activity: (Choose one or more depending of time available.)

Three Heads Are Better Than One

Ask for three volunteers. Explain that each student will represent one of the three parts, thoughts, feelings, actions. Give the following situation, and ask the students to tell how different parts react and work together.

Make large signs, Thoughts, Feelings, Action for the students to hold.

Situation:

The teacher asks you a question and you don't know the answer. Example:

- a) Thoughts: I wish I knew the answer. The other kids are going to laugh at me and think I'm not smart.
- b) Feelings: Ashamed, embarrassed.
- c) Actions: Tell the teacher "I don't know" and squirm in my seat.

7. Have the class brainstorm other possible actions. Pick three volunteers to role-play each of these situations:
 - a) You are sitting in the kitchen when a car pulls into the driveway and you hear a loud crunch. You remember that you left your bicycle in the driveway. What are your thoughts, feelings and actions?
 - b) Your mother comes home from work and says that your family is moving because she received a promotion and a transfer. What are your thoughts, feelings, and actions?
 - c) You are home alone at night and you hear a strange noise.
 - d) Your dog chews up one of your new shoes.
8. After the students role-play a situation, have them change positions. Given the same situation, ask the student with the Thought position to give a different thought to illustrate how each thought can trigger different feelings and actions.
9. Continue, "Just because we have thoughts and feelings, doesn't mean we always have to act on them. We can change our thoughts, or how we look at something. For example, if your brother breaks your new toy, your feeling is "furious". Your thought might be I'm going to hit him, but maybe I'd better hear what he has to say about it first....or, the last time I hit my brother, I got in trouble. YOU can change your thoughts so that your behavior is appropriate. You may even find that because you've thought it through, your initial feelings aren't as strong.

Career Development Standard	Understanding how to make decisions.
Career Development Indicator	Describe how choices are made. Describe how personal beliefs and attitudes affect decision-making. Describe how decisions affect self and others.
Delivery Level	Introductory Review Mastery
Academic Standards	
Language Arts	4.1.b Present oral information in a clear and organized manner.
Employability/SCANS Skills	Basic Skills Thinking Skills
Assessment/Rubric	Students will be evaluated using the following rubric.

Submitted by: NCDG Elementary Group

Cooperation Evaluation

1. Did I/we listen to each other and understand what was said?	1	2	3	4	5
2. Did I/we share things?	1	2	3	4	5
3. Did I/we take turns?	1	2	3	4	5
4. Did I/we do our part in helping complete the project?	1	2	3	4	5
5. Did I/we appreciate each other by our words and actions?	1	2	3	4	5
6. Did I/we include everyone?	1	2	3	4	5

Write an appreciation statement for each member of your group:

I liked it when_____

I liked it when_____

I liked it when_____

I liked it when_____

A problem our group had: (No names)